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ABSTRACT

This report presents the responses (in percentages) to each questionnaire item of a national survey of humanities faculty in two-year colleges. The data are preceded by a description of the procedure used for sampling humanities faculty, and a control group of department and division chairmen outside the humanities, in 156 two-year colleges. It outlines the controls used to ensure the representativeness of the sample and the pilot testing procedures used to find the best procedure for obtaining a high response rate. A total of 1,493 faculty (84 percent) responded to the 11 page questionnaire asking their opinions and attitudes on a variety of personal and professional matters. The college sample was stratified so that the 1,177 two-year institutions in America were represented proportionately according to type of control (public or private), geographic locale, emphasis (comprehensive, technological, liberal arts), organization (multi- or single-campus district), size, and age. The faculty sample included a random one-half of all full-time and part-time instructors who taught one or more humanities courses in these colleges in spring 1975. (Author/RL)

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THE HUMANITIES IN TWO-YEAR COLLEGES: A SURVEY OF THE FACULTY

A carefully drawn sample of 1493 faculty teaching humanities in 156 two-year colleges responded to an eleven-page questionnaire asking their opinions and attitudes on a variety of personal and professional matters. The college sample was stratified so that the 1177 two-year institutions in America were represented proportionately according to age, locale, size, emphasis, organization, and type of control. The faculty sample included a random one-half of all full-time and part-time instructors who taught one or more humanities courses in these colleges in spring 1975. An 84 percent response rate was obtained.

Following are the responses to each question listed by percent. Further cross tabulations and analyses are available from the Center. The study was sponsored by the National Endowment for the Humanities.

A statement of the procedure is included.

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JC 750 592

Study of college faculty has been limited by the variation in types of institutions, the difficulty of obtaining an accurate faculty sample, and the poor response rate in large-scale surveys. Institutional variation demands that accurate information can be obtained only if surveys are addressed to a broad sample of colleges. The population of institutions includes private, liberal arts-related colleges of fewer than 100 students, new, public occupational and technical institutes, multicampus comprehensive colleges of more than 30,000 students, and several other types in the various geographic regions. Before drawing inferences about faculty in colleges nationwide, the researcher must take care to assess instructors in all types of institutions in proportion to their numbers in the population as a whole.

A representative sample of colleges can be drawn, but what of the faculty within them? Sending survey forms to a college in wholesale lots for distribution "to the faculty" is risky; the researcher never knows how or if they were distributed. And asking someone on the campus to "sample" a number of instructors is irresponsible, especially if the researcher needs a particular subgroup; the contact person may pick the first ten coming through the door. The researcher must undoubtedly address his questionnaires to specific instructors, but accurate faculty lists are not readily available because the colleges do not maintain faculty data uniformly. Even though the catalog typically provides names of full-time teaching faculty, it is usually out-of-date. More

importantly, the part-time and adjunct faculty are usually not listed at all. Frequently employed at the last minute, their names may not be available until the term is under way.

A third problem--the difficulty in obtaining responses to surveys of large populations--has been well-documented. A common--and very undesirable--practice is to mail out a huge number of questionnaires and accept a small proportion of returns. Numerous surveys reporting response rates as low as 20 to 30 percent are found in the literature. One can only speculate on the systematic biases among respondents in these "grab samples."

Charged with doing a nationwide survey of humanities instructors in two-year colleges for the National Endowment for the Humanities, we were led to develop and test a procedure for mitigating these problems. The objectives of our investigation required a study group representative of both full- and part-time faculty members in the humanities and a comparison group of nonhumanities faculty. A further requirement was that the group be large enough to permit cross-classification of information by several variables simultaneously. A mailed questionnaire was the only method feasible within budget, but we felt it essential that representativeness be assured by following sound sampling principles and that reliability be maximized by obtaining a high rate of completed questionnaires.

We decided on a two-stage stratified sample--a broad sample of colleges and a sample of the faculty within those colleges. The main stratification variables for the colleges would be type of control (public or private) and geographic locale because we felt these were the main institutional differences affecting the faculty. Secondary variables

included college emphasis (comprehensive, technological, liberal arts), organization (multi- or single-campus district), size, and age.

In order to insure consistent definition of the population we decided to draw our own list of faculty members teaching humanities in these colleges. The National Endowment for the Humanities excludes the performing arts from its purview. Thus, we needed names of people teaching courses in Music Literature/Appreciation/History, but not those who taught performing music exclusively. Similarly we needed teachers in Art History and Appreciation, but not in Drawing, Sculpture, or Design. Theatre History and Appreciation were in; Stagecraft and Drama were out. Literature was in; Reading and Composition were out. We also needed an on-campus facilitator to send necessary materials to us and to distribute and retrieve the questionnaires so that we would not be faced with the typical low response rate obtained in individually mailed surveys.

Several pilot tests were conducted to determine the feasibility of the methodology, the types of letters that should be addressed, the pattern of interaction with the facilitators, and the responses we could anticipate. In one pilot test we sent the questionnaire to 29 faculty members selected at random from rosters in eight college catalogs. This procedure, including one follow-up letter, yielded a predictably low return rate of 31 percent.

Five additional pilot procedures were tried, each addressed to eight different colleges. Three of the pilots used different types of letters addressed to the president of the college, one was addressed to the dean of instruction, and in one we made a personal contact through phone or letter naming a mutual acquaintance. That is, in this latter procedure, we identified a person whom we knew and who also knew the

president and who could be named as endorsing the project.

The pilot tests revealed that the president is the best initial contact point. The highest agreement to participate was obtained from the deans of instruction, but when we followed through with the distribution of the questionnaires through the deans, the lowest rates of returns was revealed. In the pilot tests when we went through the presidents, only approximately half of them agreed to have their colleges participate, but when they did, from 88 to 94 percent of the faculty returned the questionnaires. The lowest rate of return in this procedure was the one in which the personal contact was solicited through recommendations! Nevertheless the pilots did reveal that we could anticipate a high individual response rate through the use of an on-campus facilitator and that one-half or more of the colleges invited would participate.

The next step was to determine the size of the sample. The Endowment wanted 1,500 returns. Previous research had indicated that approximately 20 percent of the full-time instructors in two-year colleges teach in the humanities. We had no information on the part-timers, but we suspected a considerably lower number. Anticipating an 80 to 85 percent response, therefore, we needed to send out between 1,765 and 1,875 surveys. We also wanted a large enough sample of colleges--about 150--to maximize the spread by type of college within feasible limits.

The first stage in obtaining the sample of colleges consisted of drawing names from the 1975 Community, Junior, and Technical College Directory. Anticipating that about 60 percent of the presidents would acquiesce to our request to survey their faculty, we decided to invite 240 colleges initially. The 1,184 colleges in the Directory are arrayed alphabetically by the 50 states. Stratification by type of control and

geographic locale was insured by starting at a random point and taking every fifth private and every fifth public college.

The second stage was to develop the sample of humanities instructors. The colleges listed in the Directory show a total of 162,000 faculty. Assuming our sample of 150 colleges--about 12½ percent of the total--to be proportionate by size, we anticipated they would have 20,250 faculty (12½ percent of the total). If 20 percent of the faculty were in the humanities, our colleges would yield a pool of 4,050 names. However, because we expected that fewer of the part-timers taught humanities we anticipated that the colleges in the sample would have between 3,500 and 3,750 humanities faculty members. Accordingly, we decided that a large enough pool could be generated by sampling one-half of the humanities instructors in each college.

We sent letters inviting participation, asking for the names of a contact person to act as facilitator, and asking that the facilitator send a college catalog, a spring 1975 schedule of classes, and a faculty roster if one more up-to-date than the catalog listing were available. We needed the catalog because the course descriptions would tell us which courses properly fell within our purview. This proved useful in such areas as Anthropology when we wanted courses emphasizing Cultures of Man, but not those focused on Physical Anthropology. Similarly, a course entitled "Principles of Geography" would be included if it were described as a Cultural Geography course, but not if it emphasized scientific aspects. We needed the course schedule so that we could draw the names only of the people who were listed as teaching those courses in spring 1975. And we needed the faculty roster in order to check for first names and cross-check information such as departmental affiliation

and chairperson status.

A roster of humanities faculty for each college was generated by listing all full-time and part-time instructors separately and picking a random one-half of each. In addition, we selected one-third as many department and division chairmen outside the humanities. Thus, if a college had a total of 20 full-time and four part-time humanities instructors, we would sample ten of the full-timers, two of the part-timers, and four nonhumanities chairmen, yielding a total of 16 subjects for that college. This procedure demanded our reviewing every class schedule carefully, but we felt it essential to produce accurate rosters of people teaching one or more humanities courses in spring 1975.

We had developed a questionnaire including a large number of items arrayed in ten categories: demographic information; preservice preparation; preferences for curriculum and instruction; professional experiences; research orientation; concern for students; reference group identification; concern for the humanities; values; work satisfaction; and Functional Potential, a hypothetical construct built on psychodynamic principles of human functioning. We had pretested it in several colleges in California and had asked numerous professional association heads and individual instructors in other parts of the country for suggestions. The final version totaled 11 printed pages.

After pulling the faculty sample for each college, we prepared packets for distribution by the facilitator. Each packet included a questionnaire, an envelope stamped "Confidential," and a larger envelope addressed to the facilitator with the faculty member's name on the outside. The facilitator gave a packet to each named instructor. The respondent was instructed to seal his questionnaire inside the confidential

envelope, place it in the envelope addressed to the facilitator, and return it to him. The facilitator was instructed to check the respondent's name against the roster we had provided, remove the outer envelope, and return only the sealed inner-confidential envelope to us. In this way he could determine who had not responded, yet the instructor's anonymity of response was protected because the facilitator could not see the completed questionnaires themselves. After the facilitator had retrieved the questionnaires, he returned them to us. If any were still outstanding, we asked him to try to retrieve them. Contact with the facilitators was by both phone and letter. In no instance did we contact the respondents themselves.

One hundred fifty-six colleges, nearly exactly proportionate in terms of control, locale, size, age, emphasis, and organization, participated in the study. The anticipated 20 percent of full-time faculty members teaching humanities proved to be accurate. Of the part-time faculty in the colleges in our study, 10½ percent taught in the humanities. The overall pool included 2,384 questionnaires sent; 2,008 were returned, including those from the nonhumanities sample. Questionnaires were retrieved from 100 percent of the faculty sampled in nearly two-thirds of the colleges. Overall, the response rate was 84 percent. Based on the checklists that were returned from the facilitators, we surmised that between four and five percent of the surveys were undeliverable because of inaccuracies in the schedules, last minute faculty substitutions, etc. Thus, we obtained a large pool of data with a minimal number of nonrespondents.

Although the procedure demands extreme care and rigor in selecting the samples and pursuing the returns, we feel it is essential if

generalizations to the universe of faculty members are to be made. A response rate that finds only around ten percent of those receiving the questionnaires not returning them can be assumed to be an accurate representation of the population without weighting for respondent categories. And the stratification of colleges allows for cross-tabulations among respondents in various types of institutions while maintaining an accurate representation of the universe of institutions.

1. What is your present principal teaching field?

Art	7.0%
Anthropology	2.8
Foreign Language	14.1
History	16.5
Law/Government	9.3
Lib. Arts/Humn. Theater	7.4
Literature	27.2
Music	6.0
Philosophy	5.0
Religious Studies	2.0
Social Studies/Cultural Geog/Ethnic Studies	3.1

3. Were you ever a student in a community/junior college?

Yes 25.1%

No 74.1

N/A .7

4. At what type of school did you receive your degrees and/or certificate? (Please indicate for each degree held the type of school)

	ASSOCIATE DEGREE	TECHNICAL CERTIFICATE	BACHELORS DEGREE	MASTERS DEGREE	DOCTORAL DEGREE
TECHNICAL INSTITUTE	.3%	.5%	.1%	.3%	.0%
JUNIOR/COMMUNITY COLLEGE	11.7	.4	1.1	.8	.1
PUBLIC FOUR-YEAR COLLEGE OR UNIVERSITY	1.1	.7	55.3	54.5	8.1
DENOMINATIONAL COLLEGE OR UNIVERSITY	.6	.2	22.6	11.7	1.7
PRIVATE, NON-SECTARIAN COLLEGE OR UNIVERSITY	.4	.4	17.3	21.9	5.6
OTHER	.5	.4	.8	.7	.3

5./6. What was your graduate major(s)?

Agriculture/Forestry	.1
Architecture/Graphics	.3
Art	6.9
Anthropology	1.7
Business	.4
Criminology	.3
Education	14.4
Engineering	.1
Foreign Language	12.1
Geography	1.1
Guidance/Counselling	1.1
Health	.1
History	18.8
Industrial Arts	.1
Law	1.3
Liberal Arts	2.1%
Life Sciences	.3
Linguistics	1.7
Literature	30.4
Mathematics	.2
Music	7.3
Nursing	.1
Philosophy	4.5
Physical Education	.5
Physical Sciences	.3
Political Science	8.4
Psychology	1.5
Religious Studies	3.5
Social Sciences	4.6
Speech/Drama	3.8
Human Services/ Social Work	.2
Basic Studies/ Communications	.1

7. Toward what kind of degree are you currently working?

Associate degree	.2%	Masters degree	7.0%
Technical degree	.6%	Doctoral degree	23.6%
Bachelors degree	.4%	none	68.1%

8. Your Sex: Female 33.3% Male 66.7%

9. Your Age:

under 25	1.3%
26-30	12.1
31-35	20.3
36-40	16.2
41-45	13.1
46-50	13.8
51-55	9.5
56-60	7.6
61 & older	6.2

10. Are you:

WHITE/CAUCASIAN	90.6%
BLACK/NEGRO/AFRO-AMERICAN	2.6
AMERICAN INDIAN	.2
ORIENTAL	.9
MEXICAN-AMERICAN/CHICANO	1.9
PUERTO RICAN-AMERICAN	.3
OTHER	1.9
N/A	1.5

11. About how many books were there in the home in which you were raised?

1-10	11-25	26-100	101-200	over 200	no answer
6.4%	9.8%	25.7%	19.0%	38.3%	.8%

	NONE	LESS THAN ONE YEAR	1-2 YRS.	3-4 YRS.	5-10 YRS.	11-20 YRS	OVER 20 YRS	N/A
12 How many years were you an instructor or an administrator								
... in a secondary school?	41.1	3.5	10.4	10.4	17.7	8.8	2.3	5.7
... in a four-year college or university (beyond the level of teaching or research assistant?	54.7	3.1	11.6	7.6	9.4	4.0	1.1	8.4
...								
13. Within any two-year college how many years have you been								
... a faculty member?	3.6	7.3	13.4	16.3	37.7	16.7	3.8	1.2
... a department or division chairperson?	66.8	2.6	7.2	5.2	6.0	1.6	.5	10.0
... the director of a special program (e.g. Remedial Studies, Ethnic Studies)?	80.7	1.5	2.3	1.9	1.1	.1	---	12.5
... an administrator (e.g. Dean, President)?	83.7	.3	1.3	1.0	1.0	.3	.1	12.3

14. Are you currently the chairperson of your division or department?

YES 14.9% NO 83.7% N/A 1.3% (If yes, answer a-e)

a. Have you employed people with doctorate degrees as instructors in your department or division?

YES	47.5%
NO	49.3
N/A	3.1

b. Has there been pressure from other administrators and/or from the faculty ...

TO HIRE PEOPLE WITH A DOCTORATE	4.9%
NOT TO HIRE PEOPLE WITH A DOCTORATE	4.5
NO PRESSURE EITHER WAY	87.0
N/A	3.1

c. In the future do you plan to hire instructors who hold a doctoral degree?

YES	61.4%
NO	24.2
N/A	14.3

14d. Why?

Hire the best person regardless of degree	29.6%
More capable/knowledgeable	15.7
Best qualified candidate	7.2
Prestige/Up-grade faculty	2.7
If available we hire them	1.8
Teachers required by accrediting association to hold doctorate	1.3

Why not?

Want higher salary	8.5
Degree not necessary to teach in my dept.	6.3
Not enough practical experience	3.1
Too specialized to meet needs of 2-year college	1.8
They are not available	1.8
Too research oriented	.9
All others	3.1
Don't know/no answer	11.2

14e. What has been your experience with instructors holding the doctorate?

They are fine teachers	24.2%
Their performance is the same as others	22.0
I have no experience	15.1
They are good leaders/ have high professional qualities	10.3
They have good personal qualities	2.2

They do not know how to teach	6.7
They are unable to relate to students	6.7
A negative experience-- they are too high thinking	4.9
They are too ambitious	1.3
all others	.9
N/A	19.7

15. How many years have you worked in your current institution?

NONE OR LESS THAN ONE YEAR	1-2 YRS.	3-4 YRS.	5-10 YRS.	11-20 YRS.	OVER 20 YRS.	N/A
9.6%	13.5	17.0	42.1	14.9	2.3	.5

16. How many class hours a week are you teaching this term?

NONE	3 or less	4-6 hrs.	7-9 hrs	10-12 hrs.	13-15 hrs.	15-18- hrs.	more than 18 hrs.
1.9%	8.5	10.7	8.2	17.1	32.1	13.2	8.2

17. Are you considered to be a full-time faculty member?

YES	NO	N/A
75.6%	23.5	.9

18.a Are you currently employed in a job in addition to your position at this college?

YES	NO	N/A
26.4%	72.9	.7

(If "yes"): b. How many hours per week?

1-10	11-20	21-30	31-40	MORE THAN 40	N/A
35.5%	16.8	10.4	24.4	11.9	1.0

19. How would you rate each of the following

		EXCELLENT	GOOD	FAIR	POOR	N/A
a.	Your salary	11.1	44.1	32.2	11.7	.9
b.	Relations with colleagues	41.2	50.5	6.5	1.0	.8
c.	Relations with students	58.2	39.1	2.0	---	.7
d.	Relations with administrators	30.2	48.6	16.0	4.5	.7
e.	Relations with family and friends	64.2	32.6	2.0	.1	.9
f.	Job security	28.8	43.4	15.2	11.7	.9
g.	Opportunities to be creative	33.1	41.9	19.0	5.1	.9
h.	Feelings about living up to your greatest potential	17.3	49.3	25.2	6.8	1.4
i.	Your degree of autonomy	28.8	50.8	15.8	3.1	1.5
j.	Freedom to choose textbooks, programs and media in your area	53.2	32.1	10.2	3.8	.6
k.	Your students' enthusiasm for learning	11.8	47.5	33.9	5.5	1.3
l.	Your working environment in general	16.1	57.2	22.0	4.0	.7
m.	Your life in general	35.7	55.7	6.2	.7	1.7

20. Please respond to the following questions by marking the appropriate space:

		YES	NO	N/A
a.	Were you ever a teaching assistant in a four-year college or university?	39.4%	59.4	1.2
b.	Did you ever do a student teaching assignment in a two-year college?	6.0	92.7	1.3
c.	Have you ever received a formal award for outstanding teaching?	20.8	77.8	1.4
d.	Have you taught courses jointly with faculty members outside your department?	27.1	71.9	1.0
e.	Have you ever had an article published in a journal in your field?	29.0	69.9	1.1
f.	In the past three years did you go off campus to attend a conference or symposium related to teaching?	76.1	22.7	1.2
g.	Do you use a syllabus for teaching your courses?	72.8	25.6	1.6
h.	Have you ever been a paid consultant?	32.5	66.2	1.3
i.	Have you revised your syllabus and/or teaching objectives in the past three years?	92.7	5.0	2.3
j.	Do you sometimes run an item analysis on a test that you give your students?	49.8	46.7	3.5
k.	Do you usually distribute sets of written measurable objectives to your students?	47.4	50.0	2.5
l.	Have you authored or co-authored a published book?	12.5	86.2	1.3
m.	Have you ever applied to an outside agency for a research grant to study a problem in your field?	24.6	74.3	1.1
n.	Have you ever prepared a replicable or multi-media instructional program for use in your classes?	41.5	56.4	2.1
o.	Do you typically submit written evidence of student learning (other than grade marks) to your dean or department head?	16.9	81.4	1.7
p.	Since you have been teaching have you ever received a stipend or grant from . . .			
	. . . your own college (e.g. faculty fellowship?	16.3	79.8	3.9
	. . . a private foundation (e.g. Ford, Danforth), or a professional association?	7.8	85.1	7.2
	. . . state or federal government agency (e.g. National Endowment for the Humanities)?	16.9	77.5	5.6

21. How would you rate the following as sources of advice on teaching?

	QUITE USEFUL	SOMEWHAT USEFUL	NOT VERY USEFUL	N/A
Dept. Chairpersons	30.4%	38.6	26.9	4.0
University Professors	21.0	45.5	28.8	4.6
Colleagues	52.9	38.4	6.4	2.2
High School Teachers	10.7	35.2	47.2	6.9
Students	43.3	46.3.	8.0	2.5
Administrators	8.2	33.4	54.3	4.1
Professional Journals	24.4	51.5	20.8	3.3
Programs of Professional Organizations	17.7	49.7	28.9	3.8

22. How many journals or periodicals do you subscribe to and/or read regularly or occasionally?

	Discipline related	Professional/Ed.	General interest
NONE	25.7	63.9	78.4
ONE	20.1	22.6	11.5
TWO	20.4	8.4	5.2
THREE	15.7	3.4	2.2
FOUR	8.8	1.2	1.8
FIVE	4,6	.5	.6
SIX	2.9	.1	.2
SEVEN OR MORE	1.8	----	.1

23. If you had free choice in the matter, how much time would you give the following?

	MORE THAN NOW	THE SAME AMOUNT	LESS THAN NOW	N/A
Classroom instruction	28.7%	55.5	13.7	2.1
Your own graduate education	52.7	37.5	3.5	6.3
Research or professional writing	61.0	32.0	3.7	3.3
Administrative activities	8.4	48.6	36.9	6.1
Professional association work	16.5	65.0	13.2	5.3
Community service	30.7	61.0	5.3	3.0
Personal affairs	42.6	52.8	1.9	2.7
Student interaction outside class	48.9	47.4	1.5	2.1
Conferring with colleagues	41.4	53.4	2.9	2.3
Reading student papers or tests	13.1	66.9	17.6	2.4
Planning instruction	47.1	48.4	2.4	2.1
Presenting recitals or lectures outside of class	37.0	52.8	6.0	4.1

24. On your most recent working day how many hours did you spend in:

	0-1	1+	2+	3+	4+	5+	6+	7+	8+	9+	10+
a. Classroom instruction	4.3	5.0	12.6	39.0	18.8	10.4	5.1	1.7	1.3	0.6	1.2
b. Your own graduate education	81.1	7.4	5.4	3.5	0.9	0.7	0.5	0.1	0.1	--	0.3
c. Research or professional writing	73.1	10.6	9.6	3.2	1.7	0.9	0.3	0.1	0.1	0.1	0.4
d. Administrative activities (including committee work)	48.2	26.3	13.0	5.0	2.7	1.7	1.4	0.7	0.6	0.1	0.3
e. Professional association work	89.4	7.3	2.0	0.7	0.3	0.2	0.1	--	0.1	--	--
f. Community service	74.1	14.9	6.7	2.9	0.6	0.2	0.2	0.2	0.1	--	0.1
g. Personal affairs	32.3	16.3	20.1	12.3	7.8	4.0	2.5	0.8	1.7	0.3	1.9
h. Student interaction outside class	36.9	38.7	17.3	5.0	1.4	0.3	0.3	--	0.1	--	--
i. Informal interaction with colleagues	46.7	43.3	7.8	1.5	0.3	0.1	0.1	--	--	--	0.2
j. Reading student papers or tests	39.2	27.6	21.0	6.8	2.7	1.7	0.6	0.1	0.1	--	0.1
k. Planning instruction	27.5	35.4	25.2	7.5	2.4	1.0	0.7	--	0.1	--	0.1

25a. Would you like to take steps toward professional development in the next five years?

YES 85.9% NO, I'VE GONE AS FAR AS I CAN 12.9% N/A 1.2%

If "yes":

25b. Which of the following most appeals to you?

ENROLL IN COURSES IN A UNIV.	32.4%
PH.D. OR ED.D.	33.8
DOCTOR OF ARTS	6.7
MASTERS DEGREE	7.6
ENROLL IN IN-SERVICE COURSES AT YOUR COLLEGE	9.4
OTHER	20.0

26. If you had a free summer, what would you do with it?

Travel	52.8%
Take classes/read/study	33.3
Recreation/rest	17.4
Write for publication	14.1
Do research	8.7
Work on advanced degree	8.2
Create/perform/ paint	7.6
Work as teacher/prepare classes	6.5
Attend professional workshops	1.7
Work at trade	1.3
All other	.2
N/A	3.9

27. What type of training would you seek before teaching if you were to to begin all over again?

DO THE SAME	33.2%
STUDY HUMANITIES	11.6
DO MORE STUDENT TEACHING	9.2
TAKE MORE TEACHING METHODS COURSES	9.1
GET HIGHER DEGREE	5.8
TAKE MORE PSYCHOLOGY/ DEVELOPMENTAL COURSES	5.6
ACQUIRE BUSINESS/TECHNICAL SKILLS	4.6
STUDY SOCIAL SCIENCE	3.3
GO TO LAW OR MED. SCHOOL	3.0
TAKE FEWER EDUCATION COURSES	2.4
LESS EMPHASIS ON SPECIALIZED TRAINING	2.3
STUDY MATH OR SCIENCE	1.9
PREPARE FOR COMMUNITY COLLEGE	1.1
NOT TEACH	1.1
GO TO A DIFFERENT COLLEGE	1.0
WOULD NOT GET HIGHER DEGREE	.1
ALL OTHERS	4.8
NO ANSWER	11.5

28. Five years from now you might be considering the following positions. How attractive do they appear to you at this time?

	VERY ATTRACTIVE	SOMEWHAT ATTRACTIVE	UN-ATTRACTIVE	N/A
A faculty position at a four-year college or university	39.0%	36.2	18.8	6.0
A faculty position at another community or junior college	20.5	40.8	32.0	6.7
An administrative position in a community or junior college	13.7	24.4	55.2	6.7
A position in a professional association	5.5	24.7	62.7	7.1
A school outside the United States	22.7	37.9	32.6	6.8
Any position but this college	4.0	18.6	66.2	11.2
A non-teaching, non-academic position	7.6	25.3	59.3	7.8
I would be doing what I'm doing now	37.9	40.2	14.4	7.5
I have no idea	4.7	8.8	47.4	39.2

29. What has been your affiliation with professional organizations in the past three years?

	NONE	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN
Member	22.5	27.1	23.9	15.9	7.6	2.1	.6	.3
Attended a Regional/National Meeting	54.9	24.2	12.9	5.9	1.7	.3	.1	---
Presented a Paper	90.4	8.1	.9	.3	.2	---	.1	---

30. How would you rate the qualities that students should gain from a two-year college education?

	VERY IMPORTANT	LESS IMPORTANT	N/A
a. Knowledge and skill directly applicable to their careers	76.9%	21.0	2.1
b. An understanding and mastery of some academic discipline	63.6	34.2	2.3
c. Preparation for further formal education	80.4	17.5	2.1
d. Self-knowledge and a personal identity	89.0	9.2	1.
e. Aesthetic awareness	76.8	21.1	2.1
f. Knowledge of and interest in community and world problems	83.3	14.9	1.9

31. How many humanities courses do you think students in two-year occupational programs should be required to take?

NONE	ONE	TWO	THREE	FOUR	FIVE	SIX OR MORE	NO OPINION
1.7%	2.1	10.7	13.2	22.4	9.1	34.6	6.1

32. The humanities can be offered through other than course-related presentation. Do you think there are too few, sufficient, or too many of these activities open to students at your college?

	TOO FEW	SUFFICIENT	TOO MANY	DON'T KNOW-N/A
a. Colloquiums and Seminars	69.3	18.1	.9	11.7
b. Lectures	51.7	35.9	4.2	8.2
c. Exhibits	56.6	33.9	.8	8.7
d. Concerts and Recitals	54.9	36.3	.8	8.0
e. Films	41.7	45.9	4.4	8.0

33. How do you experience the humanities other than through your teaching?

Visit museums/ concerts/ theater	58.6%
Read	50.0
Records/TV/radio	21.0
Attend classes/ lectures/seminars	18.6
Participate in fine arts groups	15.7
Everyday experience	15.5
Talk with peers	14.9
Travel	14.1
Community service/ Church work	9.8
All others	.3
N/A	12.1

34. What changes in humanities have taken place at your college in the past seven years?

Added/Improved humanities courses	29.1%
Improved facilities/materials	6.4
Integrated humanities into interdisciplinary courses	5.5
More emphasis on individual development/seminars	4.3
Improved teaching techniques	4.1
More extra curricular courses	4.0
More student interest	3.3
Added ethnic studies	2.5
Better teachers	1.6
Added/Improved social science courses	1.4
More student participation in program planning	1.0
Lowered standards to meet needs of slower students	.6
Improve teaching techniques	.6
All other positive changes	1.7
Fewer humanities courses	4.6
De-emphasis of importance	3.0
Lowered standards	1.9
Decline in student interest	1.5
Lowered required number of courses	1.3
Drop in dollar support	.5
Little or no change	10.9
All other negative changes	.8
No answer	31.8

35. What changes would you like to see effected?

Added/Improved humanities courses	30.1%
Integrated humanities into interdisciplinary courses	13.9
More extra curricular courses	10.6
Improved facilities/materials	7.4
More emphasis on individual development/seminars	6.5
Improved teaching techniques	5.0
More student interest courses	4.1
Improve teaching conditions	3.8
More admin. support for humanities	3.8
More community involvement	3.0
Re-emphasize basic skills	3.0
More student interest/respect for the humanities	2.7
Better teachers	1.8
Added/Improved social science	1.7
Added ethnic studies	1.5
More student participation in program planning	1.5
More freedom in instruction	1.3
Reinstate former program	.8
Lowered standards for slower students	.7
Special courses for voc-tech teachers	.3
All other positive changes	5.0
All other negative changes	.2
No answer	26.7

36. How do you feel about the following?

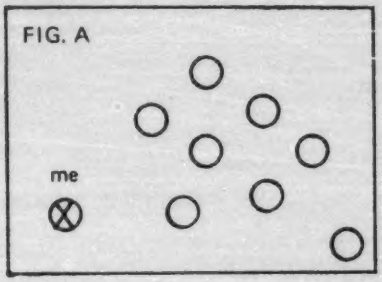
	STRONGLY AGREE	SOMEWHAT AGREE	DON'T KNOW OR NO OPINION	SOMEWHAT DISAGREE	STRONGLY DISAGREE
a. Overall, this institution's administration is creative and effective	17.1	38.6	10.4	19.1	14.7
b. This college should be actively engaged in community services	60.6	30.1	5.6	2.9	.7
c. Most faculty members should take some type of academic course work or engage in a creative activity (e.g., writing a book) at least every three years	38.0	34.1	9.6	12.3	5.4
d. Teaching the humanities to students in occupational and remedial programs is different from teaching transfer students	31.6	38.6	13.6	10.8	5.2
e. I feel considerable personal strain in my commitments to different aspects of my job	15.5	28.3	12.5	23.0	20.7
f. It is as important for a person to experience his emotions and feelings as it is to develop his intellectual or cognitive skills	52.2	31.8	7.1	6.8	2.1
g. All too often the present is filled with unhappiness. It's only the future that counts.	1.8	4.8	9.8	23.9	59.8
h. Collective bargaining by faculty members has a definite place in a community college	43.1	25.1	17.1	9.1	5.6
i. I believe that if I work hard, things will work out for me	25.9	47.0	13.1	10.6	3.5
j. Faculty members in all kinds of higher education institutions should engage in a process of self-evaluation	67.9	25.6	4.4	1.5	.5
k. Career education and occupational training should be the major emphasis in today's community college	11.0	26.6	8.6	34.1	19.7
l. Most humanities instructors are well prepared to teach	7.8	35.6	30.4	21.0	4.9
m. Growth is a never ending process and should be a continuous quest	88.0	7.8	3.3	.7	.3
n. Exciting developments are taking place in the humanities	38.9	33.6	18.3	7.9	1.3
o. The humanities are being diminished in importance in the community college	21.6	37.8	22.2	13.5	5.0
p. Satisfactory opportunities for inservice training are not available at this college	20.4	28.5	24.8	18.6	7.6

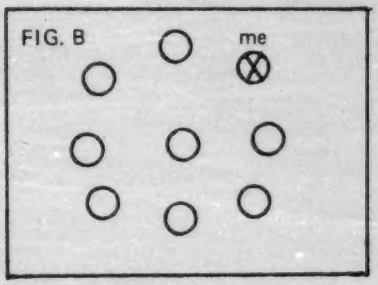
	STRONGLY AGREE	SOMEWHAT AGREE	DON'T KNOW OR NO OPINION	SOMEWHAT DISAGREE	STRONGLY DISAGREE
q. As a child I felt especially proud of my mother, father, or other member of my family	53.7	28.3	8.4	7.8	1.7
r. Teaching effectiveness should be the primary basis for faculty promotion	43.6	40.5	7.8	6.2	1.9
s. Faculty promotions should be based in part on formal student evaluations of their teachers	20.7	41.6	8.4	19.0	10.3
t. Faculty should engage in more inter-disciplinary courses	34.7	44.9	14.1	4.8	1.5
u. I would like to have closer contacts with university faculty members who teach the same course I teach	36.9	41.9	14.5	5.2	1.5
v. The administration of my department is not very democratic	9.0	12.3	18.2	24.4	36.2
w. I prefer to teach small classes	43.5	36.0	8.0	10.4	2.0
y. Claims of discriminatory practices against women and minority students in higher education have been greatly exaggerated	10.9	23.9	19.4	23.9	21.8
y. I tend to pattern my teaching after my own college or university courses	6.1	37.2	4.6	31.9	20.2
z. There should be preferential hiring for women and/or minority faculty at this institution	7.1	16.1	15.9	29.9	31.0
aa. If I had a chance to retrace my steps, I would not choose an academic life	2.9	5.9	10.3	20.0	60.9
bb. Knowledge in my field is expanding so fast that I need further training in order to keep up	14.4	41.2	8.0	28.2	8.2
cc. Compared with most people of my age in my field who have had comparable training, I have been more successful	13.8	36.2	35.2	12.3	2.5
dd. Students should not have representation on the governing boards of colleges and universities	5.4	12.3	9.0	36.9	36.4
ee. Most of the important ideas about the humanities emanate from the university	6.3	22.0	24.0	31.7	16.0
ff. The same humanities courses should be given to humanities and non-humanities students (e.g., occupational students, science majors)	19.4	33.2	11.0	30.0	6.4
gg. Time hangs heavy on my hands when I am not teaching or acting as a college administrator	3.4	6.0	7.2	17.3	66.0
hh. The humanities curriculum in my college should be modified	13.6	35.0	30.9	14.1	6.3

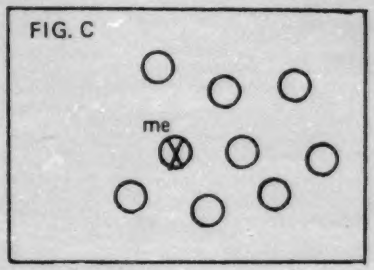
37. People often feel differently with different groups and in different situations.

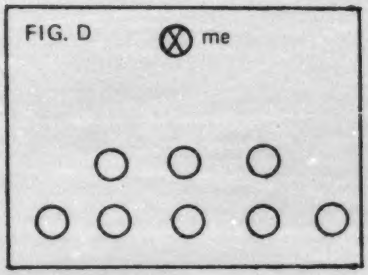
Which figure or figures in the boxes below best describe how you see yourself in relation to the different groups listed? (You may choose the same figure or different figures for your responses. Please mark one box in each row.)

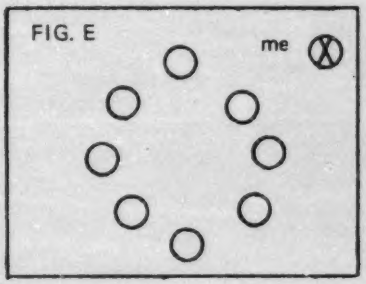
	FIG. A	FIG. B	FIG. C	FIG. D	FIG. E	FIG. F	N/A
Other instructors in my field	9.2	32.4	32.6	3.5	2.3	9.7	10.3
Most instructors at this school	13.3	27.1	29.4	4.1	4.5	11.7	9.9
My family	4.7	29.2	42.5	5.8	1.2	6.2	10.4
My group of friends	3.8	28.1	47.7	.5	1.3	8.6	10.0
Teacher organizations	19	18.6	12.3	6.4	16.7	12.5	13.7
My students	12.7	21.3	30.3	18.2	5.0	2.6	9.8
College administrators	21.5	17.7	12.9	6.5	24.4	6.8	10.2

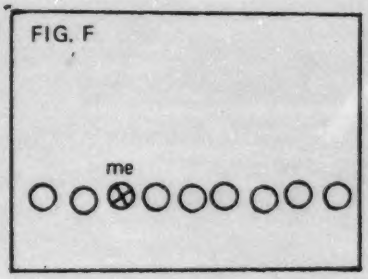












38. Below is a list of 18 values* arranged in alphabetical order. We are interested in finding out the relative importance of these values to you. Study the list carefully and pick out the one value which is the most important for you. Place a 1 on the blank line to the left of this value and cross it off your list. Look at the remaining 17 values; which is second most important for you? Place a 2 next to this value and cross it off your list. Look at the remaining 16 values and rank them in order of importance. The value which is least important should be ranked 18th.

MEDIAN	RANK	
12.76	14	A COMFORTABLE LIFE (a prosperous life)
9.97	11	EQUALITY (brotherhood, equal opportunity for al
9.89	10	AN EXCITING LIFE (a stimulating, active life)
5.58	4	FAMILY SECURITY (taking care of loved ones)
6.12	5	FREEDOM (independence, free choice)
6.71	7	HAPPINESS (contentedness)
5.00	3	INNER HARMONY (freedom from inner conflict)
6.74	8	MATURE LOVE (sexual and spiritual intimacy)
15.25	17	NATIONAL SECURITY (protection from attack)
13,57	16	PLEASURE (an enjoyable, leisurely life)
16.16	18	SALVATION (saved, eternal life)
4.23	1	SELF-RESPECT (self-esteem)
6.39	6	A SENSE OF ACCOMPLISHMENT (lasting contribution)
12.96	15	SOCIAL RECOGNITION (respect, admiration)
7.68	9	TRUE FRIENDSHIP (close companionship)
4.78	2	WISDOM (a mature understanding of life)
10.52	12	A WORLD AT PEACE (free of war and conflict)
10.97	13	A WORLD OF BEAUTY (beauty of nature and the arts)

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